# Behavior Strategies

#### Golden Rules of Behavior:

- All behaviors occur for one or more of the following reasons:
  - Escape/avoidance
  - o Inability or lack of knowledge (e.g. can't communicate wants/needs)
  - o Attention
  - To meet sensory needs
- The consequence will always effect the probability of the behavior occurring again in the future
- Being proactive and using positive reinforcement is almost always best in changing unwanted behavior

ABC's of Behavior: Antecedent, Behavior, Consequence

### Examples

### Example 1:

It is time to clean up toys before dinner. Mom says "time to clean-up Brianna," as mom starts to put toys in the basket. Brianna starts to cry and throws a toy. Mom leaves the room to eat with the family and Brianna is left to keep playing.

Antecedent (A)	Behavior (B)	Consequence (C)	Motivator
Mom puts toys in	Brianna throws the	Mom leaves and Brianna	Escape <i>cleaning up</i> &/or
basket/says time to clean up	toys/cries	keeps on playing	Inability to deal with
			change in activity

## Example:

Antonio is in the living room in front of the TV and the phone rings. Dad answers the phone and talking on it for 2-3 minutes. Antonio starts pushing off items sitting on the table. Dad gets off the phone, goes to talk to Antonio who starts running in circles around the room. Dad chases Antonio and after catching him, states firmly to Antonio that what he did was wrong.

Antecedent (A)	Behavior (B)	Consequence (C)	Motivator
1. Dad answers the	Antonio starts pushing off	Dad gets off phone, chases	Attention
phone and talking on	the items on the table and	Antonio and talks to him	
it for 2-3 minutes	starts to run from dad.		

## Example

Nathan is always chewing on his spoon or his cup. When mom takes them away he cries and then finds something else to chew on.

Antecedent (A)	Behavior <b>(B)</b>	Consequence (C)	Motivator
Nathan is chewing on a	Nathan cries when mom	Nathan finds something else	Sensory
spoon and a cup	takes away the items	to chew on	

#### Solutions

#### Brianna

- Proactive: Use a timer or other transition tool (pictures, saying "5-more minutes") to help Brianna better adjust to the change.
- Change in consequence: If Brianna throws a fit, still have her clean up so she learns that throwing a fit
  takes more energy then not when she still has to clean-up either way.

#### Antonio

- Proactive: Give Antonio enough attention when he is doing the right thing, teach him how to use words
  or pictures to say, "I need you". Work with him on waiting when he can't get it right away.
- Change in consequence: Give Antonio a brief statement of expectation and as little attention as possible. (e.g. "Antonio, please stop. I'll be done in 2 minutes" and then ignore attention seeking behaviors). Help him clean it up after he has moved on so the attention as he is being helped to clean up is not an immediate consequence or if possible have him clean-up on his own first. Don't chase him!

#### Nathan

 Proactive &/or Change in consequence: Give him something appropriate to chew on (e.g. more socially or age appropriate) and make sure he has easy access to it at the times he will need it.

### Other Behavior Supports

- Stick with clear and consistent expectations & rules.
- Keep transitions as consistent as possible but allow for small changes to increase students flexibility to change.
- Before you react, think of what the motive behind the behavior is.
- Pick your battles and work on one thing at a time but be consistent!
- Reinforce positively (praise, smile, attention or even if they want escape etc...) behaviors that can replace the ones you don't want. Catch them being good!

## Home Worksheet

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Antecedent (A)	Behavior (B)	Consequence (C)	Motivator

Situation:

Antecedent (A)	Behavior (B)	Consequence (C)	Motivator